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ABSTRACT

The 1974 seminar of the Region Four Adult Basic Education Staff Development Project had four purposes: (1) to make adult educators aware of new materials and techniques developed in the region; (2) to communicate the methods used to distribute these products; (3) to describe the systems used to relate human and institutional resources in a dissemination network, and (4) to work out specific steps for the project to take to make these systems permanent and stable. Each State (Kentucky, Mississippi, Tennessee, South and North Carolina, Florida, Alabama, and Georgia) had the opportunity to make presentations relating to the first three purposes; highlights from these presentations are included. Business sessions covered topics such as: funding for the project, improving attitudes toward university adult education programs, methods for evaluating the seminar, and suggestions for future activities. A survey of participants' views on the seminar indicated that they felt the purposes of the seminar had been achieved and that the sessions were for the most part informative. Some specific suggestions for improving the conference are included. Appendixes list the State ABE directors and project planning committee, the project staff, and seminar participants. (Author/NH)

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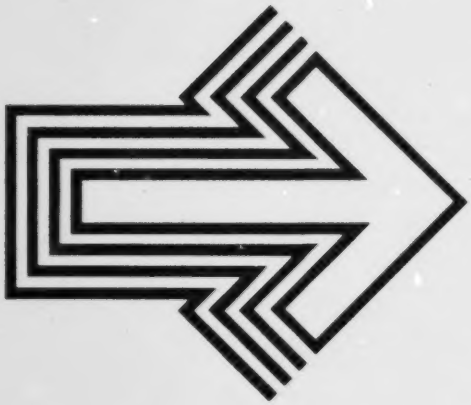

DISSEMINATION PROCESS:

SHARING SUCCESSES

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A SEMINAR REPORT

REGION IV
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

Atlanta, Georgia

June 1974

CE003 199

SOUTHERN REGIONAL EDUCATION BOARD

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Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

THE DISSEMINATION PROCESS: Sharing Successes

The Seventh Regional Seminar
Region IV Adult Basic Education
Staff Development Project

Ramada Inn Atlanta, Georgia
June 1974

Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

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SEMINAR 74

The Seminar Program of the Region IV Adult Basic Education Staff Development Project was designed as an opportunity for professional adult educators to examine common problems and exchange information about possible solutions to staff development questions. During the first phase of this regional project (1969 - 1972), five regional seminars were held. A large number of training and staff development activities formed the basis for interchange and discussion. State departments of education, colleges and universities, and many local adult basic education (ABE) programs cooperated to (1) provide more and better training experiences to the nearly 8,000 practicing adult basic education teachers and coordinators in the region, and (2) to build state systems for staff development. Regional seminars supported and extended the work done in each state and added the dimension of regionalism to the concerns of the eight individual states.

During the second project, begun in 1972, the continual upgrading of staff development resources was emphasized by adding dissemination roles to the staff development networks. Doing so insured that training and materials provided to ABE staff will always be the latest and the best. The focus of this second project was to develop and institutionalize a system which can effectively identify new and useful innovations and distribute them to those who can best use them. The regional seminar program was retained from the project's initial years. It had been instrumental in introducing the successful practices of individual states to all states.

It also provided a forum for work groups of state staff, faculty, graduate students, local staff, and even for total state delegations, to work on staff development problems unimpeded by their usual environment.

Seminar 74 differed greatly from the previous six seminars. Instead of a selected closed group working on specific problems and toward an end product, an open conference attracting some 200 registrants was intended to inform adult educators of the materials that have shown promise in the region and of the methods used to distribute them. Also, the project participants themselves made the presentations, not project staff nor consultants.

Four purposes for the "dissemination fair" were stated in the program:

* To make adult educators aware of new materials and techniques developed in the region
* To communicate the methods used to distribute these products
* To describe the systems used to relate human and institutional resources in a dissemination network
* To work out specific steps for the project to take in making these systems permanent and stable

To achieve the first three of these purposes, each state was assigned a specific time slot during which it would relay to the entire group information on (1) the products (materials, techniques, ideas) which had been disseminated to teachers and other ABE staff during the past two years, and (2) the ways in which the selected products were distributed and teachers were trained to use them. Several states' presentations also moved toward a description of the dissemination systems and the relationships among the staff development resources of the state. For the most part, however, this kind of information was relayed most graphically by large back-up displays

at state exhibit tables. At multimedia and printed materials exhibits participants browsed through handbooks, new products (both state-developed and commercial), reports, state plans and projections, and became familiar at their leisure with the activities and programs of each state. With one exception, all states also used a 40 x 60 back-up display to show the relationships and roles in their staff development/dissemination systems.

The fourth purpose, planning future action for institutionalizing the staff development/dissemination systems, was the concern of professional group meetings in the evening and of state group meetings on the last day of the seminar. Project staff met with university professors, state department staff, and local program staff to gather ideas from each group on what project activities would be of most benefit between July and December. Following their suggestions, the project staff will make specific plans with the state directors.

Two other kinds of information-sharing took place, in addition to the state presentations and the exhibits. First, at the opening evening banquet, was the previewing of a project-developed film for new teacher orientation, "Good Evening, Teacher." Discussion of the merits and demerits of the film and of possibilities for its utilization indicated that many programs in the region would find it useful, especially if it were augmented by printed materials.

Second, at two luncheons eight teachers (one from each state) were invited to share their experiences by responding to questions posed by three adult educators in various positions--staff development specialist, university professor, and local program coordinator. Both teachers and

questioners concentrated on and earnestly discussed, among other topics, the problems they had in finding appropriate materials, in adapting them to individual learners, and in communicating with other adult educators in the state. The teachers on Tuesday's panel were Ann Smith, Eddie Taylor, Ralph Miller, Nancy Husk, Donna Etheridge, and Florence Underwood. Participating on Wednesday were Bobbie Beans, Helen Grimes, Donald Bender, Buell Snyder, Nancy White, Barbara Mills, Florence Trevor, and L. C. Batson. The questioners were Archer Bardes, Ronald Ray, Hazel Small, Eli Anderson, Luke Easter, and Curtis Ulmer.

The purposes of Seminar 74 were achieved; it was a useful "show-and-tell" conference.

OPENING NIGHT

Seminar 74 began Monday evening with a 7:00 banquet for 190 participants. An assortment of adult educators were there: state directors of adult education, university professors, teachers, coordinators, state department staff, media men, project staff, and representatives from SREB and from HEW offices in Atlanta and Washington. Edward T. Brown, Project Director, speaking for the project staff, welcomed everyone to Atlanta and to the seminar and previewed the coming days' experiences. He then introduced Dr. William O'Connell, formerly Director of Special Programs for SREB, who welcomed the participants on behalf of SREB. Bill recalled the early days of the project and some of his experiences at the first regional seminars. In an optimistic and positive tone, Bill told the states of his confidence that they would continue to expand their staff development and dissemination efforts and would not allow the achievements of the last five years to be forgotten when the staff development project ends.

Emmanuel (Pete) Reiser, the project's Program Officer at HEW/Washington, was introduced to the group and spoke extemporaneously about some of his experiences with Region IV adult educators. He recalled his memories of past seminars and spoke of watching with satisfaction the growth in teacher training opportunities in each state from 1969 to 1974. Pete reminded everyone of the importance of not losing sight of the many people whom we serve--the adult learners who need what basic education programs can offer. And finally, Pete expressed pleasure at seeing so many teachers and local coordinators in attendance, a sure indication of personal interest and professional commitment.

Ted Freeman, the project's Regional Program Officer, then reviewed the tremendous growth in staff development in the region during the past five years and cited some statistics recently available on the number of adult illiterates and on government funding. Here are the highlights of his remarks:

* The new impetus for teacher training and staff development for adult basic education nationally owes its origins to the state directors and staff development projects of Region IV.
* Region IV has built a unique spirit of cooperation among the regional office, state departments, universities and colleges and local programs. We should all work toward continuing this open dialogue and cooperation.
* Region IV has 19% of the nation's 57,000,000 adults over 16 years of age who have not completed a high school education.
* Of the adults enrolled in ABE nationally, 30% are in Region IV.
* More people teach and administer ABE programs in Region IV than in any other two regions combined. And in 1972 Region IV enrolled more ABE learners than Regions I, II, III, VII, VIII, and X combined.
* Yet only 12% of federal 309(c) money (teacher training) and 14% of 309(b) (special projects) money flows into the region.
* Development of the concept of lifelong learning is being encouraged by the Office of Education and plans have already been made for regional functions in its support. All states and adult education programs are urged to incorporate the lifelong learning concept into their planning and program activities.
* The regional Office of Education pledges its support to states in their efforts to meet the needs of undereducated adults.

For the benefit of those at the banquet who were relatively unfamiliar with the regional staff development/dissemination project, Ed Brown reviewed briefly the purpose of the project and its operation within the eight states. Leading into a showing of the film, "Good Evening, Teacher," Ed traced its early development by a team representing all eight states. For several reasons the actual production was shelved until this year when the script was revised and updated and film was produced. Intended as one part of a multimedia package for new ABE teacher orientation, the 25-minute film depicts some teaching practices generally recognized as good and others which are more controversial. After viewing the film, banquet-goers informally commented on their reactions to content and possible usefulness of the package in their programs. They recommended that the package should be completed, including a printed component for the new ABE teacher.

HIGHLIGHTS OF STATE PRESENTATIONS

Each state staff development specialist was responsible for coordinating that state's presentation at the seminar. Nearly all called together an ad hoc committee to plan and to participate. Only two parameters were set by the project for the presentations: (1) they were to be one hour in length, although time was allowed in programming for runover, and (2) at least half of this time would concern information on the system of dissemination that had been established by year's end. Although several states chose to overlook the second parameter, most presentations included some discussion on the "how" of dissemination.

Decisions on format of presentations, selection of speakers or presenters, use of media, and so on were left to the discretion of the staff development specialists and their committees. As it happened, three states took the panel approach; four chose an individual to introduce various presenters; and one set up a mini-mall in which involved participants could rove about the room, choosing the manned exhibits of most interest to them.

The following summaries, in actual program sequence, relate only the highlights of each state's presentation and admittedly do not catch the flavor and tone of the sessions. As one would expect most states used many people in their presentations; some were outstanding, some were hurried. Some were light and humorous, but all were evangelistic. Most obviously, the seminar was viewed by all as an opportunity to sincerely communicate what had been happening in staff development and dissemination in their states over the past two years.

KENTUCKY

PLANNING COMMITTEE FOR STAFF DEVELOPMENT AND DISSEMINATION

Department of Education

Ted Cook, Director, Adult Education
Harry Baker, Staff Development Specialist

Robert Brown, Area Supervisor
Karen Deichert, Learning Lab Specialist
Harlan Stubbs, Area Supervisor

Participating Institutions

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William Goldwair
Theresa Gay, Graduate Student

Morehead State University
Dr. Harold Rose
Jim Bowling, Graduate Student

Western Kentucky University
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James Halcomb, Graduate Student

Local Personnel on State Planning Committee

Charles Brown, Teacher, Fayette County
Gentry LaRue, Director, Fayette County
Charles Massey, Supervisor, Covington
Ray McCann, Supervisor, Ashland Independent
John McClearn, Supervisor, Hopkins County
George Todd, Supervisor, Louisville Independent School District
Curtis Whitman, Director, Jefferson County
Susie Young, Director, Laurel County

KENTUCKY

Presenters: Ollie Back, Harry Baker, Jim Bowling, Karen Deichert, Marie Raines, Harold Rose, Harlan Stubbs

Format: Individual presentations and a demonstration of synchronized filmstrip and tape

Highlights:

* Individualizing Instruction for the Adult Learner (IIAL) was developed by Kentucky because a 1972 survey of teacher needs showed this to be one of the particular concerns of teachers.
* The package is to be utilized by teachers working individually with a learning lab coordinator at a self-paced rate. Its purpose is to train teachers in the techniques of individualizing the learning experiences of their adult learners.
* University professors, graduate assistants, and state department staff worked on the development of the four-component package for teachers.
* The four components of IIAL are: a coordinator's manual, a teacher's manual, five cassette tapes, and four filmstrips.
* The four instructional units concern the initial interview, testing, prescribing appropriate instruction, and managing learning experiences. Each unit offers objectives and tasks to complete toward reaching those objectives.
* Unit I,"Initial Interview," deals with the ABE teacher's first contact with the learner. Specific examples are given of opening lines of communication and instilling a feeling of confidence and trust. Techniques are suggested

that relate what is learned in the initial interview to subsequent learning situations.

* Unit II, "Testing," suggests ways to collect more information on the learner beyond that from the initial interview. It includes the purposes of testing and the uses of test results. Basic instruction is given on administering a standardized test such as the Test of Adult Basic Education (TABE).
* Unit III, "Developing a Prescription," presents ways to compile personal and academic information of an adult learner and to develop a plan of learning unique to each learner.
* Unit IV, "Learning Management," involves placement, guidance, and evaluation. It is concerned with placing the learner at his appropriate level, building a comfortable teacher/learner relationship, and evaluating performance.
* Another product developed as a complement to Individualizing Instruction is the Materials Guide, which relates available resources to skill areas and references them by page and publisher. The Guide provides example prescriptions, helps the teacher analyze learning difficulties, and lists materials relevant to those difficulties.
* The Guide was developed by university personnel through a contract with the state department. In three regional meetings teachers and coordinators planned with the university staff the content and format of the Guide.

MISSISSIPPI

PLANNING COMMITTEE FOR STAFF DEVELOPMENT AND DISSEMINATION

Department of Education

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W. L. Whittington, Area Supervisor

Participating Institutions

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- Dr. Johnny Harris
- Katherine Mosley
- Edna Kendrick, Graduate Student
- Loraine Rancifer, Graduate Student
- Darlene Wynn, Graduate Student

Mississippi State University
- Dr. Richard Etheridge
- Estella Boyd, Graduate Student
- Wylie Fleming, Graduate Student
- Nancy White, Graduate Student

University of Southern Mississippi
- Dr. George McNinch
- Dr. Conrad Welker
- John Hansbrough, Graduate Student
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Gene Meadows, Superintendent, Oxford Public Schools
Jack Shank, Meridian Junior College
Bob Smith, Supervisor, Starkville Public Schools
W. L. Tobias, Sr., Supervisor, McComb Public Schools
J. Y. Trice, Supervisor, Bolivar County District 1
Wylie Wood, Supervisor, Itawamba Junior College

MISSISSIPPI

Presenters: Richard Bacon
Fern Bess
William Box
Donna Etheridge
Richard Etheridge
W. L. Tobias
J. Y. Trice, introductions
Nancy White
Wylie Wood

Format: Individual presentations

Highlights:

* Concepts and objectives from the Adult Performance Level Project have been selected as the base for developing a series of educational television programs for teachers. Tasks forces have been assigned to develop videotapes and printed handbooks. The series will be disseminated through the staff development network and the educational TV system.
* Groundwork is being laid for consolidation of adult education materials with the Education Media Services Section of the State Department of Education. The Adult Education Office will gather and purchase sample copies of materials and locate them in the media center. Samples will be on loan to teachers and supervisors of local programs as they request.
* There is renewed impetus in working toward cooperation between local ABE programs and other community agencies. For example, the Jackson program is offering GED preparatory courses in cooperation with the Greater Metropolitan Library system, which has extensive geographical coverage. The Library system is also contributing some financial aid to the joint project, which makes arrangements for classes to meet at or to visit libraries.

* For staff development and dissemination purposes the state is being divided into five geographical areas in an effort to put activities at the grass roots level. An area council of 8 to 10 people will be established in each area to plan inservice training on an area basis and to carry out plans. Representatives will be supervisors of local programs, teachers, and laymen with interest in ABE. One or two members from each of the five councils will also be on the state advisory committee for staff development and dissemination. They and the state area supervisor will serve as liaisons between the state committee and local programs, through the area councils.
* The Mississippi Adult Educator has been disseminated for several years to all members of the Mississippi Association of Adult Educators in an attempt to communicate recent trends and thinking in the field.
* The state's adult education publications serve many purposes: to improve program content, to share methods and techniques, to offer reference sources, to set forth relevant issues, and to help maintain commitment to adult education.
* Professionalization is more closely allied with personal commitment than with any other factor. An adult educator should have a personal philosophy that is concrete and meaningful to him. He must be oriented to people, to problems, and to change.

TENNESSEE

PLANNING COMMITTEE FOR STAFF DEVELOPMENT AND DISSEMINATION

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Billy Joe Glover, Area Supervisor

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Jeanette Gunter, Graduate Student

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Dr. Mildred Hurley
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Alvin Brown, Supervisor, Fayette County
Ernest L. Buffington, Teacher, Chattanooga
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James Currie, Teacher, Nashville
Anne Deaton, Graduate Assistant, UT-K
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Nelda Harrell, Graduate Assistant, UT-K
Wanda Marshall, Supervisor, Chattanooga
Bettye McKee, Learning Lab Coordinator, Chattanooga
Perle McNabb, Supervisor, Newport
Hazel Parker, Learning Lab Coordinator, Memphis
Carlton Robbins, Supervisor, Clarksville
Margaret Smiley, Supervisor, Polk County
Joe Troop, Supervisor, Rutherford County
C. Blake Welch, Director, Memphis City
Florence Weiland, Supervisor, Davidson/Nashville

TENNESSEE

Presenters: L. C. Batson, Sally Fintel, Waynne James, Jimmie Jordan, Wanda Marshall, Norma Ritchey, Mimi Travis, Iola Vaught, Dorothy Wilson

Format: Individual presentations

Highlights:

* Adult educators at the University of Tennessee have developed six multimedia packages for ABE teachers. Each Self-Instructional Teacher Training Package (SITT-P) focuses on a different topic: Understanding and Testing for Comprehension, The Cloze Procedure, Administering a Word Recognition Inventory, Teaching English Usage to ABE Students, Constructing a Skills Kit, and Life Issues Programs for Adult Education. Each SITT-P consists of a cassette tape and a booklet. The booklets include an objective for that particular package, pre- and posttests, related content, and a bibliography.
* One segment of the Nashville adult education program is "English for the Foreign Born," in which the teacher initially determines the exact communication needs of a learner. For 2½ hours twice weekly the learner meets with others on his own level of competency to work with a variety of materials and technical record/feedback equipment. An important part of the learning experience is becoming familiar with the physical environment (city, history, buildings), and with cultural phenomena (food, customs, money).
* The adult education program of Nashville has worked for several years with the management of a local newspaper in basing ABE instruction on available newspapers. Teachers are trained to use the newspaper in instruction.

* A program for the visually limited in Nashville also enrolls sighted learners who wish to develop skills for helping others--perhaps family members--who are blind. Major difficulties in establishing classes for the blind are (1) locating and contacting potential enrollees and telling them of the program, and (2) ensuring transportation to class.
* In Memphis an ABE library project, sponsored by the Appalachian Adult Education Center, coordinates adult education and local library service to expand the resources available to the adult learner throughout his life.
* A home study program in Memphis provides basic education for adults not attending scheduled classes. A paraprofessional visits the learner in his home and provides materials and instruction. Eventually many of these learners join the regular ABE program.
* In Chattanooga teachers are trained in putting together a "Survival Kit," a collection of items used in everyday living that would be useful for working with adult learners. Teachers are also guided in methods of incorporating their survival kits into an individualized program.
* The Chattanooga program has developed a flowchart to enable teachers to efficiently direct the learning activities of adults reading at a ninth-grade level or above. The chart assures maximum progress toward the GED by directing attention toward the learner's specific areas of need.

SOUTH CAROLINA

PLANNING COMMITTEE FOR STAFF DEVELOPMENT AND DISSEMINATION

Department of Education

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Dalton Ward, Director, Orangeburg-Calhoun Counties
Emma Williams, Director, Berkely County

SOUTH CAROLINA

Presenters: Barbara Ashley, Joanne Cain, Susan DeWitt, Salvatore Fede, Frank Hardin, Polly Huntley

Format: Individual presentations; participant involvement in a Module Mall with ten stations

Highlights:

* The suggestion to emphasize reading in staff development efforts was made by the state advisory committee.
* A one-year tryout of five different ABE products in reading (some adapted to ABE from other areas) resulted in (1) adoption of the Individually Guided Education (IGE) management system, and (2) the expansion of the skills and objectives of the Wisconsin Design for Reading Skill Development.
* The newspaper was chosen as a vehicle for teachers to use in teaching reading skills. Using the Newspaper to Teach Reading consists of 25 modules to train teachers in the techniques of teaching reading skills.
* The 25 modules relate to coping communication skills, reading in the content area, consumer education, audio-visual, pre-reading skills, diagnosing needs, materials.
* Each module has four components: the competency or skill to be acquired by the adult learner, learning activities, materials, and performance evaluation.
* Statewide dissemination of the modules and training in their use have been achieved mainly through teacher workshops. At the first "newspaper lab" the state department trained a cadre of teachers to return to local systems and conduct similar workshops.

* Such local workshops spread around the state in a pattern similar to the "each one teach one" theory. Sessions were planned jointly by cadre teachers, state department staff, university faculty, local coordinators and, much of the time, adult learners.

* Three major considerations were foremost in planning workshops:

  - making definite assignments of responsibility
  - keeping communication lines open at all times to be certain of complete planning for evaluation and resources
  - involving teachers actively in their own training. . . making materials, moving around, interacting with others

* Using a "contract" procedure for inservice workshops has been successful in motivating teachers to become familiar with all modules.

* Seminar 74 participants themselves used the contract system as they moved about the "Module Mall" and talked with teachers and coordinators assigned to each of the ten stations.

* A resource center has been set up outside of Columbia. Materials are organized according to interest modules, and equipment is available for teachers to make original materials.

NORTH CAROLINA

PLANNING COMMITTEE FOR STAFF DEVELOPMENT AND DISSEMINATION

Department of Community Colleges

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NORTH CAROLINA

Presenters:	Charles Barrett	Eli Anderson	Leonard Lilley
	Tom Dudley	Jim Bridges	Conrad Glass
	Hazel Small	Ann Deitz	Henry Goodman

Format: Panel presentation with moderator, focusing on system of staff development and dissemination

Highlights:

* North Carolina was the first state to begin operations in basic education in 1964. The need for teacher training was immediately recognized and attempts were made to provide training through individuals in universities.
* Two concurrent events helped to unify and coordinate state staff development efforts: (1) the division of the state into 17 planning regions, and (2) the state's joining the Region IV Staff Development Project.
* There is complete support for the adult education program from two levels: the board of education and the state legislature.
* The main functions of the state director are (1) to guide the direction of the staff development/dissemination program within the 57 institutions of the state, and (2) to develop and review annual program plans for local ABE programs.
* One lasting effect of the Region IV Staff Development Project is the state plan for staff development and dissemination.
* Resources available to provide training are (1) four universities through a formal consortium agreement with the Department of Community Colleges, (2) the state staff from the Department of Community Colleges, (3) 17 multi-county regional units, (4) 57 local community colleges and

technical institutes, (5) 150 cadre teachers, and (6) the state ABE staff development advisory committee.

* The regional coordinator is an important link in the network. Chosen by his colleagues for a two-year period, he is responsible for planning, coordinating, evaluating and reporting regional activities to the state; he contacts the university servicing that region for assistance.
* The cadre teacher concept has helped to reach all ABE teachers with the latest information. Cadre teachers are trained in summer institutes to participate in local planning, to conduct workshops, and to provide follow-up assistance.
* In addition to their regular graduate and undergraduate adult education programs, the universities participate in the state inservice training program by planning and conducting workshops. During 1973-74 they were involved in 69 local and regional workshops.
* Adult educators are encouraged to take advantage of professional development offered by organizations such as the Adult Education Association, NAPCAE, and North Carolina's own adult education association. Some of the 17 regions have formed their own professional association to deal with specific problems of ABE instructors.

FLORIDA

PLANNING COMMITTEE FOR STAFF DEVELOPMENT AND DISSEMINATION

Department of Education

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Charles Palmour, Area Supervisor
W. W. Roberts, Area Supervisor
J. W. Sanderson, Area Supervisor
Marvin Jones, Consultant, Adult Secondary

Participating Institutions

Florida A & M University
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Dr. Edgar Fenn
Nathaniel Fountain, Graduate Student

Florida Atlantic University
Dr. Arthur Burrichter
Dr. Thomas Mann
Cynthia Clear, Graduate Student
Jerry Messic, Graduate Student

Florida International University
Dr. Charles Divita
Ann Dickhaus, Graduate Student

University of South Florida
Dr. Henry Brady
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Bill Salmon, Graduate Student

Local Personnel on State Planning Committee

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Linda Alterman, Teacher, Hillsborough County
Helen Grimes, Counselor, Jacksonville
Ned Johnson, Director, Broward County
Muriel Manning, Teacher, Hillsborough County
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FLORIDA

Presenters: Art Burrichter, Chuck Lamb, Tom Mann, Bill Roberts, Eddie Taylor, Don Williams

Format: Panel presentation with moderator

Highlights:

* Florida's adult education program first took form in 1947 when a citizen's committee recommended that adult education be included in state financing. It is now the third largest program in the nation.
* The adult education teacher corps is about 8000 strong and serves about 437,000 adult learners.
* Each of the 67 counties in Florida represents an autonomous school district. Statewide staff development efforts then are being channeled through 6 or 7 universities, each assigned to a service area, and through five state department area supervisors.
* In a recent reorganization the responsibilities of the state ABE coordinator were transferred to the five area supervisors, who have available to them consultants for elementary, secondary, reading, and migrant interests.
* The 1973 annual state conference was devoted to planning dissemination and inservice programs. The nuclei of five area councils were established, with the expectation that they would be active during the year. Some area councils planned drive-in conferences and ways to get information to remote adult education programs.

* Much effort this year has been directed toward involving libraries and the Library Association in dissemination activities.
* One local program requires 7½ hours of preservice training in addition to two workshops during the year. University courses in adult education and ESL education are always encouraged.
* University adult education programs are expanding their scope to encompass such concerns as mental health, volunteer aid, and career renewal.
* Adult education programs in many areas are working closely with the community education movement. Following through, Florida Atlantic University offers a master's degree in community and adult education.
* Some university interests that have developed in response to an expressed need from educators are the competency-based education movement and transactional analysis techniques.
* Taking the university program to the people is a foremost concern, and much staff development and dissemination is done through courses offered on weekends.

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Ruby Holley, Teacher, Barber County
Richard Jennings, Supervisor, Tuscaloosa County
Alex Johnson, Supervisor, Conecuh County
Voncile Lackey, Supervisor, Mobile County
Charles H. McCrory, Teacher, Andalusia City
Thelma Richardson, Supervisor, Mobile County
Ann C. Smith, Teacher, Tallapoosa City
Bobbie Walden, Coordinator, Huntsville City System
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ALABAMA

Presenters: Voncile Lackey
Bobbie Walden

Format: Individual and slide presentations

Highlights:

* Through a 309 grant the Huntsville adult education program has designed a career decision-making chart which helps adult learners find a career suitable to them.
* This same program has developed a materials guide and a handbook for using volunteers as recruiters and teachers, Volunteers in Adult Education. Both have been disseminated statewide through the dissemination network, as have other publications such as Good Ideas for Teaching Arithmetic and Good Ideas for Teaching Mathematics (the GIFT series).
* The GIFT publications were products of summer institutes sponsored jointly by the state department and participating universities. Other institute products are the Adult Career Task Modules, based on the outcomes of the Adult Performance Level Project in Texas, and the Handbook for Adult Basic Education.
* Educational television has been used extensively in Alabama in teacher training as well as adult learning.
* As part of the dissemination system, teachers identified needs at the beginning of the school year in a series of 11 workshops throughout the state. Spring workshops were based on techniques and materials to meet some of the expressed needs.

* The area supervisor is an important link in the dissemination system since he is based in the field and has constant contact with teachers and coordinators. He can articulate needs, disseminate information and materials, and follow through on implementation.
* The state advisory committee for staff development and dissemination actively reviews the program and recommends specific activities to meet needs and to evaluate progress.

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B. B. White, Coordinator, Dougherty County

GEORGIA

Presenters: Lillian Bernstein, Clyde Carr, Joe Fuller, Tommie Fuller, Joe Mann, Alan Pardoen, Vicki Pike, Mike Richardson

Format: Panel presentation

Highlights:

* For staff development and dissemination purposes Georgia is divided into quadrants, each served by one project-participating university and by a representative advisory committee. Responsibilities of the committees are to plan staff development/dissemination activities for the quadrants and to implement the plans.
* Universities are working toward better communications with the local programs so that teachers and supervisors are aware of the training experiences available to them through the universities as well as through the state department.
* One product of the University of Georgia this year was the production of three hour-long videotapes of eight adult educators of long-standing renown, elder statesmen of the profession. Interviews and group discussions focus on the historical precedents of the present adult education scene and on current and future issues.
* The adult education program at the University has recently been revised with an eye toward making it more practical and relevant to the teacher.

* A product developed at Georgia Southern, The Three R's: Recruitment, Retention, Reward, has been disseminated statewide through inservice programs and individual contact. It was intended as a resource for new and experienced teachers and offers positive and specific suggestions for success in the three areas.
* West Georgia College and teachers in the northwest quadrant have developed a Model for Program Planning in Adult Education which has been disseminated nationwide at professional conferences and in university courses.
* Teachers in two quadrants have been brought together to plan their own inservice training. Some of the major concerns were recruitment/retention, materials, techniques of instruction, and evaluation for individualized instruction.

BUSINESS MEETINGS

Official project business took priority three times during the week of the seminar. Professional group meetings followed dinners on Tuesday and Wednesday evenings. On Tuesday the professors and state staff met separately; on Wednesday, the local program staff and graduate students. On Thursday there were no presentations. Instead, the morning was devoted entirely to project tasks by the representatives from each state, working in state groups.

State staff and university faculty meetings: Tuesday evening

The state department of education staff members meeting with Edward Brown, Project Director, faced the issue that the Project was not likely to be refunded for its sixth year. Their first reaction was a search for an alternate source of funding in order to hold the regional structure together. Several suggestions for new areas of project activity and new funding were made, most involving career education and community education. They also mentioned the idea of forming a professional organization for the Southeast which could affiliate with the National Association for Public Continuing and Adult Education.

A second area of discussion centered on the use of the remaining six months of time and funds. Most of the participants agreed that one priority should be the support of state advisory or planning committee meetings which would review the state plans for staff development/ dissemination prior to project publication.

University faculty members meeting with Shelby Johnson, Project Associate, were apprised of the project's current status. In the

eventuality of loss of federal funds for a regional project,they addressed themselves to the question: (1) What can the project do in the next six months to (a) help you in your work on your own campus, and (b) solidify your relationship with the state department of education?

Many of the professors' suggestions related to increasing the visibility of adult education and making the program's merits known to a variety of audiences--deans and other university administration, state legislators, other university faculty, other divisions of state departments of education, and so on. A greater amount of information going to these groups would help to improve attitudes toward university programs in adult education and toward the adult education staff development efforts in general. Greater visibility would help in pointing out the need for financial aid to adult education. Also, university administration especially should be aware of the benefits of supporting adult education programs, both on- and off-campus--benefits in terms of tuition money to the university and of cooperative ventures with the state departments and local programs.

Suggestions were also made for the project (1) to encourage state departments to require minimum preparation of their adult education personnel, (2)to report on successes and unfinished tasks, cooperation and need, in staff development in the region, and (3) to encourage state departments to set requirements for training of local level personnel in order to build a professional group with specialized education.

Graduate assistant and local program staff meetings: Wednesday evening

The graduate assistants met with Shelby Johnson to formulate questions and plan a format for an informal evaluation of the seminar during the following morning's business meeting. Each person jotted down the areas of concern to which evaluation questions should be addressed. Questions were discussed and either discarded or revised and refined. The group then decided that the procedure for collecting information would be to ask each participant to write his or her responses to questions appearing on an overhead screen. Each question would also be read aloud to the group and explained if necessary. The questions prepared by the graduate assistants and the participants' responses to them appear in a later section of this report.

More than 70 local ABE teachers and coordinators met with Edward Brown, Project Director. They were posed with the problem of what project activity during the next six months would be most beneficial to the staff development/dissemination program of their states. Almost unanimously they expressed concern that their role in planning would decrease without project funds for travel and project emphasis on local staff input. They also were concerned about losing the chance to exchange experiences with their counterparts in other states and to see how the state staff and university faculty in other states worked with local programs. Several commented that the regional meetings in Atlanta were their one opportunity to extoll what they had done well and to raise issues with their own administrators, something they didn't feel free to do at in-state meetings.

State meetings: Thursday morning

Representatives from each state gathered on Thursday to work on two tasks. One was to begin integrating plans for dissemination into the published staff development plans (if this had not been done prior to the seminar). During the first half of the morning they reviewed the accepted steps in the dissemination process and dovetailed them with the staff development activities. A written product was handed in to project staff for final preparation of each state's staff development/dissemination plan.

The second task was to put in writing their suggestions to these questions:

1. What can the project office staff do to assure the institutionalization of your dissemination system? Why?
2. What kinds of activities should occur in your state during the next six months to help the institutionalization process?

State representatives worked together on these questions and submitted their responses to project staff.

Among the suggestions were: (1) the establishment of a regional adult education association or a regional administrative staff who would carry on the work of the project without total reliance on federal funding, (2) meetings of state planning committees to set directions for the coming year and to assure that these committees remain, (3) the production of a regional directory of adult education personnel and services, and (4) the establishment of resource centers.

PARTICIPANTS' VIEWS ON THE SEMINAR

On the last day of the seminar, participants responded in writing to several questions formulated the evening before by the project graduate assistants at their dinner meeting. The questions as they appeared on the overhead projection and were read by project staff were:

1. What did you expect to get out of this conference? Did you achieve your purposes?
2. What information will be most helpful to you in your work? (not counting your own state's presentation)
3. What do you think about the format or method of the presentations? Suggest ways for improvement.
4. What were the strengths of the exhibits? The weaknesses?
5. In what ways were the exhibits beneficial to you? How could they have been improved?
6. What part(s) of the entire seminar was <u>most</u> beneficial to you? Why? What part(s) was <u>least</u> beneficial? Why?

In general participants responded positively to these questions. They felt that the purpose of the seminar had been achieved and that the sessions were for the most part informative. The format this year focused on sharing new ideas, techniques, and materials among the eight states of Region IV. Participants felt that this exchange of recently developed concepts suggested many ideas applicable in their own states and local programs. A review of the regional project increased participants' awareness of the project's accomplishments and of the course of activities beyond this year.

Participants welcomed the opportunity to meet informally with other adult educators from across the region, to talk of common problems, and to

share solutions. Although many people criticized the length of state presentations (approximately one hour), others found the information worthwhile but suggested that presentation formats could have been more varied and stimulating.

The individual state exhibits were helpful to many but there were some disappointments: (1) materials on display were not in sufficient quantity for all those who wanted them, (2) too frequently there was no one representing the state to answer questions and to offer explanations, and (3) the space allowed for several exhibits was inadequate. On the positive side the exhibits were particularly helpful in reinforcing the information described in each state's presentation and in communicating an understanding of how each program is carried out.

Here are some of the participant comments selected to represent several viewpoints.

ON THE PURPOSES OF THE CONFERENCE

The question was: What did you expect to get out of this conference? Did you achieve your purposes?

Review and refine goals in light of the objectives as stated in the State Plan. Determine where we are and where we need to go. Achieved? Yes.

I expected to find out what each state was actually involved with and their products. Achieved? Not entirely.

Sharing experiences from others and fellowship. Achieved? Yes.

Suggestions and ideas on staff development from other states that would assist in greater teacher training and staff development. Achieved? Yes.

Ideas of what other states are doing in ABE unique to that particular area. Achieved? To some extent; some presentations were just a rehash of old ideas.

An idea of where my state is in connection with the other eight states. Were we behind or doing all right. Achieved? No response.

I expected each state's presentation to be a demonstration of their chosen product as developed during the year. Achieved? No.

An idea of what each state has produced and how far they have come since last year's seminar. Achieved? Yes.

ON THE BENEFICIAL ASPECTS OF THE CONFERENCE

The question was: What part(s) of the seminar was most beneficial to you?

Slide presentations; actual description of successful activity.

Meeting people and new friends.

Professional contact--new ideas which will lead to greater effort on the part of local and state staffs.

The film "Good Evening, Teacher"; the Kentucky presentation on their teacher inservice package; the South Carolina presentation because we were able to see materials being used, talk with those involved, etc.

State meeting; some of the presentations.

The most beneficial part of the conference was the banquet the first night which enabled me to meet new people and hear and see what they were doing in their state. I really enjoyed the state presentations, but the most beneficial to me was the state meetings where I actually got to help in the process of our dissemination plan.

The Alabama and Tennessee presentations because they talked about things that came close to meeting my personal purpose for coming.

Talking to individuals at break time; having an opportunity to bring teachers to meeting; having teachers participate in program.

Informal sessions and the Thursday morning session were most beneficial.

The presentations by states of techniques and ideas that could be adapted in my state.

PLANNING SIMILAR CONFERENCES

Some specific suggestions for improvement of the conference evolved from the participants' criticisms and comments. The most frequently mentioned are listed here for the benefit of those who may find themselves planning a similar conference.

1. Provide plenty of take-home material and handouts.
2. Allow time after each presentation for discussion from the floor.
3. Assure more variety in format of presentation--less talk, more action, possibly in smaller groups and with more audio-visual interest.
4. Have a resource person at each exhibit booth to answer questions.
5. Be sure that presenters prepare adequately to cut down on the amount of "top-of-the-head" talking.
6. Provide order cards at each exhibit for materials not immediately available.
7. Allow adequate space for people to move around exhibits.
8. Schedule in the program informal sessions with personnel from each state.

APPENDIX

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